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ABSTRACT

A rating scale designed by the Alaska Department of Education to be used by administrators, professional staff, and community representatives to assess community education programs is presented. The scale elicits information regarding: (1) philosophy; (2) administration/management; (3) personnel management; (4) fiscal management; (5) planning; (6) community involvement; (7) program delivery, resources, and referral; (8) facilities; (9) staff development; and (10) evaluation. Suggested uses for information generated from these criteria include: establishing program goals; validation of promising practices or exemplary programs; self-appraisal (school, district, or community level); planning inservice; planning and evaluating federal programs, and disseminating information. (Author/PN)

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CRITERIA for EXCELLENCE

Community Education

Promising Practices

TM 830 158

Community Education

Criteria for Excellence

This booklet was designed to be used by administrators, professional staff and community representatives to assess community education programs. Other possible uses for information generated from using these criteria include:

- Establishing program goals
- Validation of promising practices, or exemplary programs
- Self-appraisal (school, district or community level)
- Planning inservice
- Planning and evaluating federal programs
- Disseminating information

Approved by the State Board of Education, August 1982

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For each statement circle the rating number that most accurately describes the current status of your school's program.

Rating Scale:
1) not started 2) started 3) some progress 4) almost achieved 5) achieved

PHILOSOPHY

1. The school district or organization has developed and adopted a written philosophy for the community education program. 1 2 3 4 5

2. The philosophy of the program includes: 1 2 3 4 5
   - community involvement in program planning and development;
   - inter-agency cooperation in program planning and development;
   - program integration with the K-12 curriculum;
   - extensive facility use;
   - activities and opportunities for all ages; and
   - extensive use of community resources.

3. Participants from the community are aware of the philosophy and purposes of the community education program. 1 2 3 4 5

ADMINISTRATION/MANAGEMENT

4. Program director is familiar with his or her responsibility to each funding source. 1 2 3 4 5

5. The coordinators have a general knowledge of the administrative structure of the sponsoring organization and understand roles and responsibilities within this structure. 1 2 3 4 5

6. Program district directors fulfill the annual reporting requirements necessary for the state department and other funding sources in a timely manner. 1 2 3 4 5

7. Program directors conduct training and other staff development activities. 1 2 3 4 5

8. Program directors maintain files of program management activities (staff meetings, training events, board meetings, registration statistics, and program information) 1 2 3 4 5

9. Program directors regularly report programs and fiscal data to their local boards. 1 2 3 4 5

10.	**Personnel Management** • Personnel policies and procedures are established. • Coordinators have access to and are familiar with personnel policies and procedures.	1	2	3	4	5
11.	**Fiscal Management** • Program directors carry out local and state fiscal procedures. • Local program philosophy emphasis is reflected in the program budget.	1	2	3	4	5

PLANNING

12.	Annual needs assessments are incorporated in the program plan.	1	2	3	4	5
13.	Roles and responsibilities of the advisory council, coordinators, and other program personnel are defined in policy and regulations.	1	2	3	4	5
14.	Program development and planning involves all related groups and individuals.	1	2	3	4	5
15.	**Goals and Objectives** • There are program goals and objectives which reflect the philosophy of the program.	1	2	3	4	5

COMMUNITY INVOLVEMENT

16.	The community is involved in assessment of needs and program planning which includes: • citizen participation sessions; • advisory council; • communication and coordination with other agencies; and • other types of needs assessment; i.e. survey.	1	2	3	4	5
17.	Program directors initiate inter-agency coordination, ongoing communication and resource sharing to provide needed services and activities.	1	2	3	4	5
18.	Community members participate in local program administration and decision making process.	1	2	3	4	5

Rating Scale:
1) not started 2) started 3) some progress 4) almost achieved 5) achieved

19. Program directors provide information to the community about the program through a variety of methods. 1 2 3 4 5

PROGRAM DELIVERY, RESOURCES AND REFERRAL

20. Comprehensive program development shows evidence that: 1 2 3 4 5

- The activities are developed with direct involvement by a group of community people;
- There is an established process for developing programs reflecting the needs and wishes of the community (i.e. through a needs assessment, telephone survey, etc.).
- There are programs based on local needs for all age groups;
- Volunteers are involved in leading courses and activities;
- A resource file of current potential instructors and other resources is available and is used.

FACILITIES

21. School facilities are used to deliver community education program activities and services. 1 2 3 4 5

22. Other public and private facilities are used, based on local needs. 1 2 3 4 5

23. There are procedures established for expanding the program into new sites in response to community needs. 1 2 3 4 5

STAFF DEVELOPMENT

24. There is an ongoing method for determining staff and volunteer training needs. 1 2 3 4 5

25. Inservice relevant to local needs of coordinators and boards is provided on a continuing basis. 1 2 3 4 5

26. Information and financial support for professional development and personal growth are provided for both coordinators, board members, and other volunteers. 1 2 3 4 5

27. Program directors, boards, volunteers, and coordinators participate in staff development activities. 1 2 3 4 5

Rating Scale:
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EVALUATION

28. There is an operational process for an annual local evaluation of the program. 1 2 3 4 5

29. Existing local evaluation process is based on clear, concise and written criteria. 1 2 3 4 5

- Boards are involved in the evaluation process on a regular basis.
- Program participants are involved in the evaluation process on a regular basis.
- Community groups and individuals are involved in the evaluation process on a regular basis; and
- Community education staff are involved in the evaluation process on a regular basis.

30. The local evaluation process includes an assessment of the impact of the program on the community (i.e., a reduction in vandalism). 1 2 3 4 5

- Local evaluation results are communicated to related agencies, councils, boards and individuals.
- Local evaluations are used for program planning and improvement.

Rating Scale:
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